

FRAMEWORKS FOR
CONTEMPORARY HEALTH (K-8)

REVISED IN
2012

ELEMENTARY & MIDDLE SCHOOL
EXECUTIVE SUMMARY

2012

Contemporary Health (K-8)

Mississippi Department of Education



2012

Ordering Information

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The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

Mississippi Healthy Students Act

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty-five (45) minutes of health education is required each week for students in K-8 grades, and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12. This bill is referenced at <http://www.cn.mde.k12.ms.us/resources/SB2369041>.

This curriculum is designed to provide teachers the resources that they need to integrate the teaching of health education standards and skills into their academic classrooms. It also provides the health-endorsed teacher guidance and resources needed to teach K-8 health.

Preface

As with all disciplines, Contemporary Health (K-8) must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2012 Mississippi Contemporary Health (K-8) Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 2011; House Bill 999, Section 37-13-171, Mississippi Code of 1972, as amended (Section 37-13-171 and 37-13-173); and Nathan's Law Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33) . In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 2002, ch. 585, § 2; Laws, 2003, ch. 436, § 1; Laws, 2006, ch. 401, § 1; Laws, 2007, ch. 521, § 2, eff from and after July 1, 2007; and No Child Left Behind Act of 2001).

Contemporary Health (K-8) Executive Summary

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school, and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

PURPOSE

The 2012 Mississippi Contemporary Health (K-8) Framework promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CYCLE

The pilot (optional) year for the framework is 2012- 2013. Implementation of the framework begins in the school year, 2013-2014.

ORGANIZATION

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday health-related behaviors.

Each grade level has eight competencies that focus on healthful living behaviors. Each competency has suggested objectives designed to reinforce the competency. There are also suggested teaching strategies and assessment methods that can be applied to the objectives. These competencies are based on the National Health Education Standards.

This framework is designed to be progressive. Beginning in kindergarten, the students should receive the basic skills so that by twelfth grade the students are proficient in many of the competencies.

CONTENT STRANDS/TOPICS

The 2012 Mississippi Contemporary Health (K-8) Framework consists of nine content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Contemporary Health (K-8).

Contemporary Health (K-8) Content Strands/Topics:

Personal and Consumer Health (PH) (CH)	Nutrition and Fitness (N)
Mental Health (M)	Substance Abuse Prevention (SA)
Family/Social Health (F)	Community and Environmental Health (C)
Human Growth and Development (H)	Safety and First Aid (S)
Disease Prevention and Control (D)	

The strand/topic code is identified in parentheses at the end of each competency.

COMPETENCIES/STANDARDS

A competency/standard represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a strand/topic. Competencies/standards are required to be taught to all students and are printed in bold face type. The competencies/standards are directly correlated to the eight national and state health education standards. However, they do not have to be taught in the order presented within the framework. The competencies/standards are intentionally broad to allow school districts and teachers flexibility in developing curriculum unique to their students' needs.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. The suggested objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt or modify the suggested objectives and are encouraged to write their own objectives to meet the needs of students in their school district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. These strategies can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Contemporary Health (K-8) should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as critical thinking, problem solving, responsible citizenship, self-directed learning, and effective communication. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

REFERENCES

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. These resources are only suggestions and may be modified or enhanced based on needs and abilities of students and on available resources.

THE REVISION PROCESS FOR THE CONTEMPORARY HEALTH (K-8) FRAMEWORK

Six present and former elementary and middle school teachers were asked to be part of the Contemporary Health (K-8) Revision Team. Members for the Revision Team were selected on the basis of their participation in and completion of health education professional development opportunities offered by the Office of Healthy Schools and their involvement in the teaching of health education strands/topics in schools across the state. The goal of the team was to draft a new Contemporary Health (K-8) framework.

State and National Health Education Standards were used to help in the development of the framework. Finally, drafts of the document were made available to all educational stakeholders for input and were revised accordingly.

TEACHER ENDORSEMENTS

The Mississippi Healthy Students Act of 2007 (Senate Bill 2369) requires that “45 minutes per week of health education instruction be provided for students in grades K-8 as defined by the State Board of Education.” These minutes should be provided by a certified teacher/instructor in any way that a school determines to be a school best practice. Often times, there is not a certified health teacher in the elementary or middle school setting, so academic instructors, school nurses, or counselors are asked to integrate health education instruction into academic classrooms (e.g., science, math, language arts).

The goal of the Contemporary Health (K-8) Curriculum is to provide instructors a rich resource for teaching health concepts and skills in any classroom setting. Teachers are encouraged to remember these things when integrating health education instruction into their classrooms:

- Health education does not have to be limited to “health” class – health information can be provided in many different ways.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with the hands-on teaching strategies that are provided.
- Invite partners from the community to make presentations about different health topics. Make sure that they present accurate and evidence-based information.

There is a Mississippi teacher license endorsement 142 (grades 7-12) or 143 (grades 9-12) that is required to teach the ½ Carnegie Unit Health Course in high school. Requirements for the 142 or 143 educator endorsement are listed below.

1. Applicants must have a bachelor’s degree or higher in Teacher Education from a state approved or NCATE approved program from a regionally/nationally accredited institution of higher learning.
2. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
3. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
4. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 142 or 143 endorsement--
– a 5 year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year
endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Standards

Standards in the *Contemporary Health (K-8) Curriculum Framework and Supporting Materials* are based on the following:

National Health Education Standards

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, American Public Health Association, American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, are meant for public use, and are not subject to copyright law protections. Permission is not required for use of public domain items. Reprinted from <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>.

Common Core State Standards Initiative

The Common Core State Standards® provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers.** All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

National standards are superscripted in each unit and are referenced in Appendix B. Common Core State standards are referenced in Appendix C.

Course Descriptions:

- Contemporary Health for **kindergarten** reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.
- Contemporary Health for **first grade** focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.
- Contemporary Health for **second grade** focuses on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early.
- Contemporary Health for **fourth grade** focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.
- Contemporary Health for **fifth grade** emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- Contemporary Health for **sixth grade** allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.
- Contemporary Health for **seventh grade** focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.
- Contemporary Health for **eighth grade** reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.

Student Competency Profile - Kindergarten

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Kindergarten		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile - First Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

First Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Second Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Second Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Third Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Third Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Fourth Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fourth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Fifth Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fifth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Sixth Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Sixth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Seventh Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Seventh Grade	
	1. Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3. Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5. Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6. Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}

Student Competency Profile – Eighth Grade

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Eighth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) ^{NHES 1}
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) ^{NHES 2}
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) ^{NHES 3}
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) ^{NHES 4}
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) ^{NHES 5}
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) ^{NHES 6}
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) ^{NHES 7}
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) ^{NHES 8}